

Burton Pack Elementary

111 Garden Drive
Columbia, S. C. 29204

Grades	K-5 Elementary School	
Enrollment	360 Students	
Principal	Dr. Denise Collier	803-691-5550
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	59	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No
2004	Average	Good	Yes
2005	Below Average	Below Average	Yes

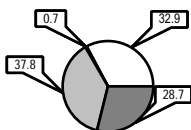
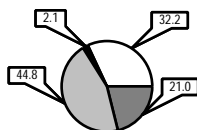
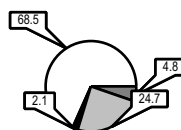
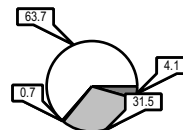
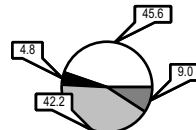
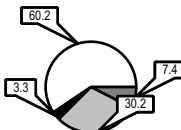
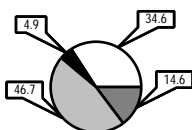
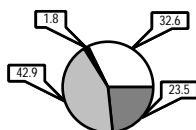
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	186	99.5	32.2	39.0	28.1	0.7	37.7	Yes	Yes
Gender									
Male	90	98.9	46.6	30.1	21.9	1.4	27.4		
Female	96	100.0	17.8	47.9	34.2	0.0	47.9		
Racial/Ethnic Group									
White	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	184	99.5	32.2	39.0	28.1	0.7	37.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	164	100.0	32.3	37.7	29.2	0.8	39.2		
Disabled	22	95.5	31.3	50.0	18.8	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	186	99.5	32.2	39.0	28.1	0.7	37.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	186	99.5	32.2	39.0	28.1	0.7	37.7		
Socio-Economic Status									
Subsidized meals	167	99.4	34.9	39.5	25.6	0.0	34.9	Yes	Yes
Full-pay meals	19	100.0	11.8	35.3	47.1	5.9	58.8		

Mathematics – State Performance Objective = 36.7%									
All Students	186	100.0	32.2	45.2	20.5	2.1	38.4	Yes	Yes
Gender									
Male	90	100.0	37.0	43.8	16.4	2.7	37.0		
Female	96	100.0	27.4	46.6	24.7	1.4	39.7		
Racial/Ethnic Group									
White	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	184	100.0	32.2	45.2	20.5	2.1	38.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	164	100.0	33.1	43.1	21.5	2.3	40.0		
Disabled	22	100.0	25.0	62.5	12.5	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	186	100.0	32.2	45.2	20.5	2.1	38.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	186	100.0	32.2	45.2	20.5	2.1	38.4		
Socio-Economic Status									
Subsidized meals	167	100.0	34.1	45.0	19.4	1.6	34.1	Yes	Yes
Full-pay meals	19	100.0	17.6	47.1	29.4	5.9	70.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	186	100.0	68.5	24.7	4.8	2.1	6.8
Gender							
Male	90	100.0	69.9	24.7	4.1	1.4	5.5
Female	96	100.0	67.1	24.7	5.5	2.7	8.2
Racial/Ethnic Group							
White	2	100.0	N/A	N/A	N/A	N/A	N/A
African American	184	100.0	68.5	24.7	4.8	2.1	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	164	100.0	67.7	24.6	5.4	2.3	7.7
Disabled	22	100.0	75.0	25.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	186	100.0	68.5	24.7	4.8	2.1	6.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	186	100.0	68.5	24.7	4.8	2.1	6.8
Socio-Economic Status							
Subsidized meals	167	100.0	71.3	22.5	3.9	2.3	6.2
Full-pay meals	19	100.0	47.1	41.2	11.8	0.0	11.8

Social Studies							
All Students	186	99.5	63.4	31.7	4.1	0.7	4.8
Gender							
Male	90	100.0	68.5	27.4	4.1	0.0	4.1
Female	96	99.0	58.3	36.1	4.2	1.4	5.6
Racial/Ethnic Group							
White	2	100.0	N/A	N/A	N/A	N/A	N/A
African American	184	99.5	63.4	31.7	4.1	0.7	4.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	164	99.4	61.2	33.3	4.7	0.8	5.4
Disabled	22	100.0	81.3	18.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	186	99.5	63.4	31.7	4.1	0.7	4.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	186	99.5	63.4	31.7	4.1	0.7	4.8
Socio-Economic Status							
Subsidized meals	167	99.4	65.6	30.5	3.1	0.8	3.9
Full-pay meals	19	100.0	47.1	41.2	11.8	0.0	11.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	64	98.4	33.3	37.3	29.4	N/A	29.4
	4	79	98.7	21.2	59.1	19.7	N/A	19.7
	5	82	100.0	39.1	42.0	18.8	N/A	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	98.5	31.5	31.5	37.0	0.0	37.0
	4	51	100.0	23.8	42.9	31.0	2.4	33.3
	5	70	100.0	41.7	41.7	16.7	0.0	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	64	100.0	38.5	50.0	5.8	5.8	11.5
	4	79	98.7	31.3	55.2	4.5	9.0	13.4
	5	82	100.0	29.0	56.5	11.6	2.9	14.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	100.0	37.0	46.3	16.7	0.0	16.7
	4	51	100.0	23.8	40.5	33.3	2.4	35.7
	5	70	100.0	33.3	47.9	14.6	4.2	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	74.1	24.1	0.0	1.9	1.9
	4	51	100.0	57.1	31.0	11.9	0.0	11.9
	5	70	100.0	70.8	20.8	4.2	4.2	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	64.8	33.3	1.9	0.0	1.9
	4	51	100.0	47.6	42.9	9.5	0.0	9.5
	5	70	98.6	74.5	21.3	2.1	2.1	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 360)				
First graders who attended full-day kindergarten	89.7%	Down from 92.8%	100.0%	100.0%
Retention rate	3.2%	Up from 1.3%	3.9%	3.0%
Attendance rate	95.4%	Down from 95.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%	Up from 4.5%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Up from 2.7%	5.5%	3.2%
Eligible for gifted and talented	6.7%	Down from 7.7%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.3%	Up from 2.8%	8.0%	8.2%
Older than usual for grade	1.1%	Up from 0.2%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.9%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	51.2%	Down from 56.4%	50.0%	52.6%
Continuing contract teachers	58.1%	Down from 74.4%	77.1%	83.3%
Highly qualified teachers	90.0%	Up from 87.9%	91.7%	93.5%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	3.0%	0.0%
Teachers returning from previous year	70.2%	Down from 76.2%	83.0%	87.0%
Teacher attendance rate	93.0%	Up from 92.4%	94.9%	95.0%
Average teacher salary	\$40,989	Up 10.4%	\$40,343	\$41,703
Prof. development days/teacher	16.1 days	Up from 14.0 days	14.3 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 17.7 to 1	16.5 to 1	18.8 to 1
Prime instructional time	85.5%	Down from 85.7%	88.8%	89.8%
Dollars spent per pupil*	\$6,920	Down 2.6%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	65.4%	Down from 70.2%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration; respect for individual and cultural differences; an atmosphere in which students can develop self-worth; and parent/community involvement and support.

On the 2003 Palmetto Achievement Challenge Test (PACT), the school's improvement rating increased from below average to average. This growth was a result of the eight percentage-point gain in math, the 16.2% of students scoring proficient and advanced in English/Language Arts and the 30 percent gain in math by grade 4.

Academic gains have continued as reflected in the 2004 PACT scores. In Language Arts and Math, there was a 20 percentage-point increase. This substantial growth resulted in the school's absolute rating remaining at average, and the improvement rating increasing to good. Burton-Pack was recognized as a Palmetto Silver winner by the S.C. Department of Education.

To enhance the instructional program of Burton-Pack, several initiatives were implemented, which include: the After-School Tutorial Program; Renaissance Learning; small-group instruction, especially in grades 3-5; and Math Instructional Focus. The Comprehensive Remediation Program served approximately 100 students in grades 3-5 on an ongoing basis. The program provided homework assistance and tutoring in math and reading in a structured and supervised environment.

Small-group instruction occurred with 20 tutors providing 2½ hours of math and reading instruction to students in grades 3, 4, and 5 on Tuesdays-Thursdays. The final initiative was the Math Instructional Focus. On each half-day Wednesday morning, homeroom teachers, related-arts teachers and support staff engaged in team teaching. Rigorous math activities were done with all students.

In addition to the academic improvements, there have been positive outcomes with the following: student attendance increased from 91.5% to 95.3%; percentage of actively involved parents increased from 38.5% to 85%; student-teacher ratio decreased from 20:1 to 17:1; and the student retention rate decreased from 3.3% to 1.8%.

There has been overall improvement in parental involvement, more community support, staff relationships, and student discipline.

Gains in student achievement are expected to continue as a result of the school initiatives, district programs, and our desire to have 80% of our students meet or exceed the state standards by 2005.

Dr. Denise Collier, Principal
Larry Wingate, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	58	34
Percent satisfied with learning environment	75.6%	89.5%	71.0%
Percent satisfied with social and physical environment	90.2%	82.5%	75.8%
Percent satisfied with school-home relations	46.3%	87.9%	70.6%

*Only students at the highest elementary school grade level at this school and their parents were included.